

Tom Thumb Nursery

Inspection report for early years provision

Unique Reference Number EY341248

Inspection date 23 May 2007

Inspector Ann Moss

Setting Address The New Pavillion, Sutherland Memorial Park, Burpham, Guildford,
Surrey, GU4 7JU

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Registered person A B Childcare Ltd

Type of inspection Integrated

Type of care Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tom Thumb Nursery School was established in 1998 and is now registered under new private ownership from 2006. The nursery school operates in a single storey, community building in Burpham, near Guildford and has sole use of the building during the day. The registered providers also have ownership of a second Tom Thumb Nursery situated in the village of Seale, near Farnham. There is direct access to the surrounding playing fields and portable boundaries are in place for outside play. The nursery can also use the community tennis courts nearby. A maximum of 26 children may attend the nursery at any one time. Children can attend from Monday to Friday during term time only. Morning sessions are mainly from 09.15 to 12.15 and children can stay for lunch until 13.15 on Tuesday and Thursday. On Monday and Wednesday, there are afternoon sessions from 12.45 to 15.45 hours.

There are currently 51 children on roll. Of these, 36 children receive funding for early education. Children come from a wide catchment area. The nursery makes provision for children with learning difficulties and/or disabilities and also support children who speak English as additional language.

The nursery employs five members of staff. Of these, four hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children remain healthy and happy because staff have a good understanding of the setting's policies and procedures, which they implement to promote children's good health. There are clear systems in place for recording accidents and medication. The sick child policy is shared with parents, before admission, which means that others are protected from the risk of infection. Staff have attended training in first aid and the well stocked first aid box means that any minor injuries are dealt with appropriately.

Children gain an understanding of the importance of good personal hygiene. They know why they need to wash their hands before handling food. This is because staff reinforce the importance of hand washing as a way to prevent germs. However, the children's taps do not turn easily, therefore, staff are extra vigilant about preventing the risk of cross infection.

Children learn about the benefits of a healthy diet through topic and activities. For example, they talk about the benefits of 'good food' and the effect that 'bad food' has on their body. Children receive a variety of snacks such as fresh fruit and biscuits and have a choice of milk or water. This ensures children develop healthy eating habits. Drinking water is available and staff encourage children to drink more in warm weather and after physical play. Staff take account of all dietary needs to ensure children remain healthy. Parents provide a packed meal if their child stays to lunch club. Children enjoy the social side of eating together and staff encourage parents to provide healthy options.

Children move confidently when playing in the indoors and outdoors. They show good co-ordination when running, jumping and balancing. They enjoy running away from animals as they play 'What time is it Mr Wolf'. Music and movement sessions allow children to experiment with different ways of moving. Children develop good hand eye co-ordination as they use the computer and fishing net to catch fish.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children arrive happy and settle well. Informative posters, labels and children's work make the room welcoming for all. Soft cushions and play mats give good opportunities for children to relax or read in comfort. Children choose freely from a wide range of good quality toys and resources, which are freely accessible to promote independence. These are stimulating and appropriate for the children's age and stage of development. Staff check items as they are used to ensure they are safe and cannot harm a child.

Staff organise space well to allow children to move safely from one activity to another. Good staff interaction means children learn about safety procedures such as remaining seated whilst eating and drinking. Regular risk assessments and daily checks enable staff to identify and minimise any potential hazards.

The premises are secure and there are good procedures for departure, which ensures only known or named adults can collect the children. Regular fire drills ensure children can evacuate the building quickly in the event of an emergency. However, this needs to be reviewed.

Staff have a clear understanding of child protection issues and know how to proceed if they have concerns about a child in their care. This supports children's wellbeing.

Helping children achieve well and enjoy what they do

The provision is good.

Children are busy, enthusiastic and happy. They flourish because staff create an environment in which children learn through fun and laughter. Staff are experienced and make good use of their knowledge and understanding of the 'Birth to three matters' framework and their written observations to plan a varied and exciting range of activities, which allow children to use their imagination, explore and achieve independently. They are well supported by the staff who are skilled at encouraging children to extend their experiences and at listening and talking to them. All children enjoy plenty of opportunity to develop their social skills. For example, they sit together at snack time, negotiate and co-operate during role play and learn to take turns in group activities.

Nursery education

The quality of teaching and learning for children receiving nursery education is good. Children make good progress towards the early learning goals as staff have a thorough knowledge of child development and how children learn. Staff use the curriculum for the Foundation Stage to provide a broad range of activities, which are fun and capture children's imaginations. Staff provide a balance between adult led and child initiated play. Interaction and communication with children during their play is very good. Comprehensive planning and daily focused activities, which are topic related, show how children are to work towards specific stepping stones within the six areas of learning. Written observations of children's learning are very good and evaluated weekly. Key workers have a sound knowledge of children's individual progress and achievements. However, these systems do not clearly identify children's next steps in learning for the more able children or link to planning. This leads to a lack of challenge, and impacts on how some children achieve.

Children show a strong sense of belonging as they greet each other, and approach staff confidently. They busily pursue their self chosen activities and participate extremely well during group activities. They are friendly towards each other, and show care and concern for each other. Children know the rules, such as sharing and taking turns, and develop a strong sense of what is right and wrong. Children take responsibility for their personal care such as pouring out their own drink and wash and dry their own cup.

Children recognise and match colours as they play games with beanbags and hunt for treasure, experiment with weight and volume as they play with sand and a tray of pasta and lentils, and count reliably up to 10 and beyond as they play 'What time is it Mr Wolf'. Children enjoy books and listen carefully to stories, asking questions and thinking about what is happening. Writing materials are freely available and there are good opportunities for children to mark make as they paint and draw. They use writing for a purpose during daily activities, such as labelling their own work.

Children use their imagination well through music, role-play and creative activities, however, some art activities are adult led and have a pre-determined outcome. This means children's creative ideas are not fully enhanced. Displays do not fully reflect children's own work. Children develop an interest in the world around them and have good opportunities to explore and investigate as they participate in local outings such as to the park and local church and, celebrate festivals and traditions for instance Chinese New Year and Mother Day. They have good opportunities to use the computer, and develop good dexterity as they control the mouse, manipulate play dough and sort time objects. They enjoy physical activities, moving in different ways during games and action rhymes.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed and contribute fully to nursery life, because the staff value and respect their individuality and preferences. As a result, children are happy, settled and work in a purposeful way. Children learn about the society's diversity through well-planned topics, stories, activities and resources that reflect positive images. For example, they celebrate festivals such as Chinese New Year and enjoy talks given by important visitors. This helps children to understand other cultures.

There are very good systems in place to support children with learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensure all children's needs are well planned for and met.

Children behave very well and show respect for the environment, the nursery and each other. For example, they willingly help to tidy away toys and enjoy taking responsibility, for instance, after snacks they take responsibility to clear away and wash and dry their cup and, counting during circle time. They show care and consideration for each other as they play in harmony and give support when dressing up. Staff are consistent in their approach to behaviour management. As a result, children understand acceptable boundaries and are beginning to recognise right from wrong. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is good and contributes towards children's achievements. Staff gather relevant information on the registration forms so that they can give appropriate care. Parents are warmly welcomed into the nursery by the friendly and helpful staff. There is an open door policy, for example, parents are encouraged to use the 'play and learn' session or be a part of the nursery parent rota where they observe their child and join in activities. Parents receive very good written information about the nursery and activities. This includes a welcome pack, notice board and newsletters, which includes information about topics and outings. Policies, procedures and the nursery's operational folder are all easily accessible. Each child has their own folder, which goes home each week, containing a sound book and examples for their work. Parents receive information about the Foundation Stage Curriculum within the nursery folder. Planning is clearly displayed. Parents are invited to meet with their child's key worker each term. This is an opportunity to share their child's progress and achievements and contribute to their development profile. Parents speak highly of the staff and the care they provide.

Organisation

The organisation is good.

Children settle well and are happy within the setting. Staff organise the space very well to ensure children can gain fully from all activities inside and outside. The effective recruitment and vetting procedures ensure children are well protected and cared for by staff with a sound knowledge and understanding of child development. Staff are very clear about their roles and responsibilities and effectively implement routines to give children a broad range of experiences. Children are appropriately grouped and they benefit from well-deployed staff, who constantly interact with them and give them effective support and encouragement. Good staff ratios are maintained at all times, which supports children's care, learning and play. All required documentation, which contributes to children's health, safety and wellbeing is in place, regularly reviewed and updated.

Leadership is management are good. Children benefit from qualified, experienced and dedicated staff who work well together as a team. Clear communication and guidance allows them to provide a stimulating well-balanced programme of activities for all children. Teaching is monitored through observation and discussion. Evaluations of activities and teaching practice identifies strengths and areas for improvements. Clear aims reflect the commitment to improving the quality of care and education. Staff are given high levels of support through induction, meetings, appraisals and training. This supports staff in their roles and ensures they have the latest information available to them. The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

Not Applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- further increase opportunities for children to develop their creative ideas, through craft activities, and ensure these are respected and valued (also applies to nursery education)

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure the system used to record children's progress identifies the next steps for their individual learning and is appropriate for older and more able children

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk